

Course Guide

**Communication Workshop:
Information & Communication Skills**

Course Code: CM1003

Academic year 2011-2012, Term 1
International Bachelor Communication and Media
Bachelor 1

Lecturers:

Dr. A.G. Fokkema (coordinator)

Dr. P. Arora

Dr. E. Augé

R. Kapoor, MA

Dr. A.H. Kuppens

L. Laureij, MA

Table of Contents

1. Practical Information	3
2. Program Overview.....	4
3. Course Introduction.....	5
4. Course Objectives	5
5. Organization & Working Method	5
6. Assessment and Grading.....	7
7. General Requirements for Assessment.....	9
8. Course: Week-by-Week	11
9. Literature.....	25
Appendix A: Grading Rubric.....	26

1. Practical Information

Course Name Communication workshop 1: Information & Communication Skills
Course Code CM1003
Credits 5 EC

Course Coordinator Dr. Aleid Fokkema
 L3-74
fokkema@eshcc.eur.nl
 010-4082397

Lecturers Dr. Payal Arora | L2-34 | arora@eshcc.eur.nl | 4088891
 Dr. Etienne Augé | L2-30 | auge@eshcc.eur.nl | 4082608
 Rhythmia Kapoor MA | L3-74 | kapoor@eshcc.eur.nl | 4082320
 Dr. An Kuppens | L2-35 | kuppens@eshcc.eur.nl | 4088894
 Leon Laureij, MA | L2-39 | laureij@eshcc.eur.nl | 4088607

Period BA-1, Term 1

Timetable Check <http://eshcc.sin-online.nl/studiegids/?course=CM1003>
 for the detailed timetable & locations for this course (click on
 'timetable').

Forms of Instruction Tutorials, 2*3 hrs\week
Assessment Weekly assignments (5-15 points each) & one final assignment to
 be submitted in week 9 (40 points)

Compulsory Literature Bailey, S. (2011). *Academic Writing: A Handbook for International
 Students, Third Edition*. London: Routledge
*Additional readings are available on Blackboard or via the EUR
 digital library. See the Literature section for the complete list of
 readings.*

Study Load This is a 5 ECTS course. According to departmental norms this
 means 5* 28 = 140 hrs. work load for students. The norm for
 reading and studying course material (textbook, extra (research)
 articles) is 5 pages per hour.

Attending Tutorials	8 * 6 hrs.	48 hrs.
Literature	150 pages / 5	30 hrs.
Exploration essay topic		22 hrs.
Assignments 1-5		20 hrs.
Assignments 6-8		20 hrs.
TOTAL		140 hrs.

2. Program Overview

Wk.	Session	Date	Subject(s)	Assignment
1.	1	12-9-2011	Introduction & principles of critical-analytical reading	
	2	15-9-2011	Line of reasoning in non-academic texts	1: due 15-9; 12.00 hrs.
2.	3	19-9-2011	Academic texts: pinpointing structure and line of reasoning	
	4	22-9-2011	Writing effective summaries & the principles of critical-analytical thinking revisited	2: due 22-9; 12.00 hrs.
3.	5	26-9-2011	Choosing a topic, brainstorming, thesis statement or thesis question, text outline	
	6	29-9-2011	Library session: information literacy	
4.	7	3-10-2011	Making good use of sources & drafting a text outline	
	8	6-10-2011	Paragraph structure I	3: due 6-10; 12.00 hrs.
5.	9	10-10-2011	Paragraph structure II; language issues	
	10	13-10-2011	Writing the introduction & conclusion; argumentation; critical / analytical writing revisited	4: due 12-10; 12.00 hrs.
6.	11	17-10-2011	Feedback; referencing, bibliography, plagiarism	5: due 20-10; 12.00 hrs.
	12	20-10-2011	Form conventions; Q & A; preparing the conference	
7.	13	24-10-2011	Optional	
	14	27-10-2011	Presentation sessions	6 due 27-10, 12.00 hrs.
8.	15	31-10-2011	Presentation sessions	Presentation
	16	3-11-2011	Presentation sessions	Presentation
9.	Final Assignment		9-11-2011, 12.00	

Check <http://eshcc.sin-online.nl/studiegids/?course=CM1003> for the latest timetable and dates

3. Course Introduction

Information & Communication Skills offers students an intensive academic skills training through practical assignments that lead to the development of relevant information and communication skills. In brief, these skills include strategies for reading and interpreting academic texts; information retrieval and processing; academic writing skills; and presentation and discussion skills. Students are made familiar with relevant approaches designed to gather relevant information from academic texts differing in type, level, and length. They are introduced to basic information skills needed for research into media and communication and will train these skills in searching relevant studies for the argumentative essay they will write during the course. They will practice writing skills such as writing clear paragraphs and working within an accepted academic structure and format, including referencing, by writing this essay in various closely supervised stages. They will practice viable ways of taking part in discussions, making suitable comments or interventions, presenting their findings based on work for the academic essay, and organising conference-style presentations.

All coursework for developing and practicing skills is tailored to relevant themes and material within the IB Communication and Media. The course is complementary especially to the two other courses in Block 1, Introduction to Human Communication and Introduction to Social Sciences Research, which will emphasise content and methodological aspects rather than reading, writing, and presentation skills as such.

The fundamental skills practised in this course will naturally accrue in the course of the IBCoM. Information skills, for example, are required and increasingly practised in all courses, with a special focus offered in the research workshop in Term 4. The compulsory handbook and online *Writing Guide* have continuous relevance in the course of the IBCoM: students can use these handbooks as a guide throughout their coursework and will find themselves frequently dipping into relevant sections. Both Stephen Bailey's *Academic Writing* and the *Writing Guide Media, Communication & Culture* thus act as lasting reference works for their degree.

- Links to other IBCoM Course(s): CM1001 - Introduction to Human Communication
CM1002 - Introduction to Social Science Research

4. Course Objectives

Students have knowledge and a practical understanding of:

- Basic principles, structures, and conventions of academic writing in the social sciences
- The nature and role of academic information sources in the social-scientific study of media and communication;
- Basic principles of effective oral communication.

Students have the ability to:

- Gather, organize, evaluate, analyse, and integrate information;
- Express and present viewpoints and findings in a clear and coherent manner, in writing, presentation, and discussion

5. Organization & Working Method

Tutorials:

The tutorials are the principal didactic tool to engage students in processing the course materials. It is mandatory to attend the tutorial meetings, arrive on time, and to participate actively in the discussions. This obligation includes the preparation and timely submission of all assignments. A failure to do so can result in the subtraction of (at most) 1 whole point from the final mark. This will be decided by your lecturer, who will give you a fair warning if needs be.

The didactic approach is mainly tutorial based and problem oriented. Group discussions and group work will be interspersed with clear instructions and practical exercises. In an open and relaxed atmosphere, students will find ways of developing their own skills, while exchanging strategies with fellow students and obtaining tailored feedback from the lecturers in this course. Differences in cultural/educational background are to be expected and accounted for; the awareness of such differences will inform our guidelines on Communications and Media academic conventions.

Course work

Coursework involves reading in preparation for classes, preparing short presentations and writing weekly assignments, researching and writing an essay, and preparing the conference style presentations in week 7/8.

Communication

Blackboard (<http://blackboard.eur.nl/>) is used for group communication (e-mail and additional information before and during the course – mostly through the option of 'Group Pages' for your specific group); for additional reading (to be downloaded and printed by the individual student); and for handing in assignments via the Safe Assignment option.

Study load:

The credits for this course are 5 EC which equals to 140 hours. Since each block lasts 9 weeks (8 weeks containing lectures/tutorials and 1 week for assessment), students are expected to spend on average 11 hours per week on this course.

Rules relating to attendance:

If you have a serious reason for missing a meeting, you must inform the lecturer of your tutorial in advance by email or telephone. Judgments about the validity of the reason for absence are the prerogative of the lecturer. Absence of one meeting can be compensated with an extra assignment. Missing two meetings can be compensated in the case of structural serious reasons. Missing three meetings will result in exclusion from the course. As a consequence you will have to take the course again in 2012-2013. **The extra assignment(s) must be completed satisfactorily in order to pass the course. The deadline of submitting these extra assignment are determined by your lecturer.** (cf. Teaching and Examination Regulations IBCoM art. 3.2 and 3.3)

6. Assessment and Grading

Assessment is based on weekly assignments and one final assignment. There is no final exam. Dates and requirements for assignments 1-7 are specified below in section 8 (Detailed course description). Instructions for assignment 8 (presentation and response) are imparted and explained in session 12. Assignment 9 consists of the final version of the academic essay you will plan and write in various draft versions as from week 3; the general requirements for this essay are specified here:

Essay requirements

During the course you write an argumentative, source-based essay in several stages and draft versions. The number of words of the final version is within the range of 1200-1400, not counting references and title page. You are asked to use 3-7 sources for your essay, at least 3 of which should be academic studies. Note that 3 sources is enough and that 7 really is the maximum. Please consult section 8, session 5 for information about the essay topics.

In writing the essay in various stages, you pay attention to formulating a viable thesis statement or question; searching suitable sources; developing a coherent paragraph structure; writing logically and persuasively (argumentation); enhancing the critical-analytical aspects in your writing; writing a proper introduction and conclusion; observing conventions for referencing; and observing other form-related matters.

You decide (your lecturer will help here) whether your essay is basically styled in the mode of Analyse, Discuss, Examine/Explore, or another. See the relevant pages in Bailey (2011) for a clarification of these terms.

The essay should be written in good grammatical English. Students whose work clearly suffers from deficiencies in written English are unlikely to pass this course and will be referred to the study advisor.

You should observe the formal requirements for submitting work such as they are listed in the *Writing Guide Media, Communication & Culture*, chapter 9.

Assignments are awarded points according to the following schedule: the sum is a hundred points and provides the logical base for the course grade; your final grade for the course is the total score divided by 10.

Assignment schedule

Assignment due	Subject	Points
1 due 15-9-2010, 12.00	Writing an outline of a short text's main line of reasoning	5
2 due 22-9; 12.00	Writing a summary of an academic article	5
3 due 6-10, 12.00	Essay outline, time schedule & action plan	5
4 due 12-10, 12.00	Rewritten version of 3-4 essay paragraphs	10
5 due 20-10, 12.00	Submission of complete draft version	10

6 due 27-10, 12.00	Peer review essay on fellow student's draft version	10
7 Presentation Sessions	Conference presentation sessions	15
8 due 9-11, 12.00	Final essay	40

Grading Criteria

The different assignments are marked by very specific criteria; please consult the marking templates in Appendix A.

Grading logic

Information for international students new to the Dutch grading system: A final grade of 5.5 or higher means passing the course. 6.0+ is satisfactory; 7.0+ is very satisfactory; 8.0+ is good; 9.0+ is excellent.

Pass-grade and resit

The pass-grade for this course is 55 points or 5.5. As there is no final exam, there will be no resit, but you will get one opportunity to rewrite your essay aiming for a higher grade, in case you fail the course. This should be done within 30 days of receiving the final grade. Consult your lecturer for further requirements. *Students who fail the resit must take the course once more in 2012-2013 or opt for compensation.*

7. General Requirements for Assessment

- The readings for the week should be brought to the lecture and the tutorials.
- Always make sure to clearly state your name, group, lecturer and studentnumber on the front page of each assignment you submit.
- Students should upload their assignments as Word documents. Other formats such as PDFs are not accepted.
- All assignments should be carefully checked for spelling, grammar and punctuation. There is a word count limit to most assignments. As a rule of thumb, a 10 % margin either way is allowed, meaning that for a 300-word essay you are allowed to write an essay of 270 – 330 words, references and information such as your name and student number excluded. The final essay should be within the range of 1200-1400 words strictly, so without the 10% margin – and not counting the title page or references.
- Submit your assignment to Safe Assignment on Blackboard before the deadline.
- Deadlines for all assignments are to be strictly observed and late submissions are not accepted – meaning you will not get any points for that particular assignment.
- When quoting and referring to sources and literature, follow the annotation rules outlined in the department-specific reference guidelines via the Writing Guide Media, Communication and Culture 2011-2012.

Layout

Assignments should follow the *Writing Guide* of the faculty. This guide is available on <http://www.eshcc.eur.nl/english/ibcom/studentinfo/guidelines/writing>. Make sure you follow the requirements as listed in the 'Checklist'.

Plagiarism

Plagiarism should be avoided at all costs. The assignments are either individual or team products, but it is not allowed to use work from other students. It is permitted, though, to discuss each other's work. Self-plagiarizing is not allowed either, meaning that students are not allowed to submit their own work that was already submitted in earlier IBCoM Courses. All assignments must refer carefully to the (scientific) sources used. Copying the ideas and results of other authors (either as unmarked quotation or as unacknowledged paraphrase) without explicit reference to the source is considered to be plagiarism. The submission of electronic versions of the assignments in Blackboard's SAFE ASSIGNMENT is necessary to facilitate (automatic) checks on plagiarism. It is your responsibility to familiarize yourself thoroughly with the faculty's policy on unfair practices, fraud and plagiarism. More information on this policy can be found at http://www.eur.nl/english/eur/publications/cheating_and_plagiarism/.

Please note that all cases of plagiarism are reported to the *Examination Board*, who may decide to expel the student from this course, or from the curriculum.

8. Course: Week-by-Week

WEEK 1

SESSION 1, 12-9

Introduction & principles of critical-analytical reading

Content

1. Introduction: who is who, rules and regulations, course expectations, course manual, assignments and deadlines, use of Blackboard, the *Handbook Academic Writing* and the *Writing Guide Media, Communication & Culture*.
2. Introduction to a few key terms; topic sentence, paragraph, thesis question and thesis statement, line of reasoning.
3. Identifying these in a short sample text

Learning outcomes

- Tutor and students are introduced to one another
- Students are familiar with the programme, objectives, terms, and assignments for this course
- Students can identify the line of reasoning in a short argumentative text.

Literature

Distributed in class

SESSION 2, 15-9: Line of reasoning in non-academic texts

Content

1. Peer and class discussion of assignment 1 (see below): effectiveness and shortcomings in the summaries. Compiling the best possible summary in class.
2. Argumentative presentation and discussion skills.

Learning Outcomes

- Students can identify the line of reasoning in a non-academic text.
- They are able to critically evaluate this text and argue about it.

Literature

1. Bailey, S. (2011). *Academic writing: A handbook for International Students*. Third Edition. London: Routledge. Chapter 1.2 B
2. *Writing Guide Media, Communication & Culture*: chapter 1 (Blackboard))
3. Douzinas, C & Papaconstantinou, P. (2011, June 27). Greece is standing up to EU neocolonialism. *The Guardian*. Retrieved from <http://www.guardian.co.uk>. (Blackboard).

Preparation

First read Bailey (2011) and the *Writing Guide* (2011). When reading Bailey you should take the trouble to make all assignments. Considering these texts and the content of Monday's tutorial, you proceed to read Douzinas and Papaconstantinou (2011). You identify their thesis statement, the topic sentences, and consider the main line of reasoning.

Assignment 1:

Write a brief summary (100 words) of Douzinas and Papaconstantinou (2011). Identify the authors; e.g. "Douzinas and Papaconstantinou argue / claim that". Stick to the essentials and pinpoint the main line of reasoning. Use full sentences and make sure your summary is a coherent whole.

Upload the assignment via Safe Assignment *before Thursday 15-9, 12.00 hrs.*

Bring a copy of the summary to class as well.

WEEK 2

SESSION 3, 19-9: Academic texts: pinpointing structure and line of reasoning**Content**

1. Downloading articles from the library databases: the vital importance of a VPN connection
2. Elements of academic articles: from Abstract to References. The discussion is oriented on identifying basic structural elements of an academic paper and developing suitable reading strategies.

Learning Outcomes

- VPN no longer is a mystery
- Students understand the structure of an academic article
- They are able to identify the main line of reasoning

Literature

1. Bailey (2011), chapter 1.2B
2. Williams, W.F., Lockhurst, G., and Peters, M. (2001). First Impressions: An Empirical Study of the relationship of gender, handshaking, and personality. *Journal of Communication and Gender*, 26, 70-78 (linked on Blackboard).

Preparation

- Make sure to establish a VPN connection on your own computer or laptop. You do not know what it is? Well, as from session 4, students must have fixed their VPN connection in order to download the articles that are among the required reading of IBCoM courses as well as all other articles you need for your research. The VPN connection supplies access to all EURlib data sources with 'restricted access' or 'licensed content', that is, sources you might otherwise have to pay for. Click the button on the EURlib homepage, 'remote access via VPN': http://www.eur.nl/ub/english/facilities/it_facilities/access_from_home_via_vpn/ and follow instructions....
- Read the assigned reading (above). When reading the academic article, make sure to look up all terms you do not understand in a good monolingual (English-English) (online) dictionary (Oxford, Webster, Dictionary.com) or reference work (Encyclopaedia Britannica), and note down their meaning. Also note down any queries and bring these to class.

SESSION 4, 22-9: Writing effective summaries & the principles of critical-analytical thinking revisited

Content

1. Theory and practise of note-making and paraphrasing with reference to textual sources as well as lectures.
2. The principles of critical-analytical thinking; discussion and practise (with reference to the essay by Ramadan, see below, please bring a copy to class).

Learning Outcomes

- Students can apply effective note-making strategies
- Writing effective summaries is enhanced
- Students develop critical-analytical thinking skills and can distinguish descriptive from analytical passages in academic texts

Literature

1. Bailey (2011); 1.3; 1.5-7.
2. Tariq Ramadan. Islam today: The need to explore its complexities. (Available from Blackboard).
3. Williams et al. (2001)

Preparation

First, read Ramadan and Bailey and make the assignments. It is the best way to really digest tips and insights. Then proceed to make assignment 2. Pay heed to Bailey's tips in 1.3; 1.5-1.7. It may also help to reread chapter 1.2B.

ASSIGNMENT 2

Write an effective summary of Williams et al. (2001) (200 words) and upload it via Safe Assignment before Wednesday 22-9, 12.00 hrs.

WEEK 3

SESSION 5, 26-9: Choosing a topic, brainstorming, thesis statement or thesis question, principles of drafting a text outline

Content

1. General feedback on Assignment 2
2. Essay requirements (see section 7, above)
3. Principles of planning your essay according to Bailey & the *Writing Guide*
4. Selecting the essay topic (see below for a list of topics)
5. Brainstorming
6. Preliminary thesis question / statement

Learning Outcomes

- Students are aware of the decision processes involved in choosing a topic for an argumentative, source-based essay
- They have selected their preferred topic
- They have narrowed it down to a thesis question using brainstorming methods; the thesis question will guide their search for suitable sources (session 6)

Literature

1. Bailey, 1.4.
2. *Writing Guide*: chapter 1-2

Preparation

- Read the passages in Bailey and the *Writing Guide*.
- See section 7 in this course manual (about the Essay requirements) and proceed to think about the following essay topics. Which topic appeals to you? It is important to spend some serious time on this: read, think, and look around on the net. Draw inspiration from specific blogs, news groups or web sites and devise questions you would like to find an answer to.
- Select one of these topics and a number of questions that you would like to address in a 1200-1400 word argumentative, source-based essay before you come to class.

Essay topics

- communication and cultural diversity
- youth and new media
- censorship and new media
- politics and the news media
- gender and advertisement
- gender and soap operas
- children, media, and consumption
- children, media, and violence
- computer games and addiction
- film and minority representation

SESSION 6, 29-9: Library Session: information literacy

Content

The EUR library staff has designed an information session tailored to this particular CM1003 course with sample search results and exercises related to a few of the essay topics. This session is about:

1. Basic search strategies: topic orientation, defining essential concepts & using key terms; using synonyms (thesaurus)
2. Search engines, sEURch, database and catalogue; online search methods compared
3. Hands-on practise
4. Practising researching academic articles and other relevant sources for students' individual thesis questions

Learning Outcomes

- Students can apply reasoned search strategies
- They can retrieve information using sEURch
- They can make reasoned decisions for or against using certain search engines
- They can find suitable sources for their essay

Literature

1. *Writing Guide*, chapter 3-4
2. The EUR library offers a series of online information literacy courses. Access through EURlib homepage, 'All Courses':
http://www.eur.nl/ub_informatievaardigheden/english/all_courses/.
 Take at least two courses, 'Getting to know the University Library' and 'Internet Research'. Please note that it is important to have "completed" these courses" or you will not be able to make much sense of the library staff's information literacy session.

Preparation

To prepare this session, you read the required literature and write down your "preliminary" thesis question. You need this question to start your research. Later you can refine it and match it to the sources you have actually found.

*This week, there is **no assignment**. It is important though to spend a lot of time on thinking about your thesis question and searching for sources.*

WEEK 4

SESSION 7, 3-10: Making good use of sources & drafting a text outline**Content**

1. Students have selected 3-7 suitable and relevant sources (at least 3 of them are academic sources) before class. Note: a total of 3 sources is enough, and 7 really is the maximum.
2. They bring a list of these sources to class and annotate them according to the APA convention such as explained in the *Writing Guide*, chapter 5. Suitability of these sources for their essay will be discussed with the lecturer.
3. They each deliver a short presentation on one of these sources in class and present their thesis question.
4. Students practise writing a text outline for their essay in class according to the principles discussed in session 5.

Learning Outcomes

- Students can focus on what really matters in an academic source
- They are able to convey relevant points orally
- They are able to reflect on their thesis question and/or revise it
- They can devise a text outline (to be further elaborated at home)

Literature

- An academic article suitable to students' individual thesis questions (See below).

Preparation

- Look up and select 3-7 relevant sources, relevant to your thesis question. At least 3 of these sources should be academic sources. Bring the list of your selected sources to class.
- You think again about your thesis question and try and make it more specific, now you have found some sources.
- Additionally, for one of the academic sources you have selected, you are asked to read it carefully according to the principles practised in session 1-4. You prepare a 2-minutes oral presentation – it really should not be longer than this and it is advisable to practise in front of mirror and time your presentation. You can use a maximum of 3 PowerPoint slides, if you want to. In your presentation, you (1) present your thesis question (2) explain how this source was acquired and why you have selected it. You (3) then focus especially on issues the source presents that are particularly relevant to YOUR thesis question.

SESSION 8, 6-10: Paragraph structure I

Content

1. Assignment 3, a detailed *text outline*, is discussed in class by way of peer evaluation, according to a sheet with specified evaluation criteria. It is important in this phase to identify possible problems in your peer's work (for instance sources, feasibility, interest) and try and solve these. Students and lecturer alike will contribute to solutions.
2. Paragraph structure: topic sentences, connecting paragraphs to each other, paragraph pattern, paragraph length, function and place of examples.

Learning Outcomes

- Students can write a feasible essay plan and are able to reflect on a realistic time scheme.
- They have theoretical and practical knowledge of paragraph structures.

Literature

1. *Writing Guide*, chapter 1-2
2. Bailey, 1.4; 1.9-1.10.

Preparation

(Re)read the assigned reading Consider the draft outline you compiled in session 7 and carefully study your sources. Make notes about the key points of these sources, skip the points that (at first sight) look irrelevant to your thesis question. Take your time to think about your outline. Will you stick to your original thesis question? Or does it appear perhaps that one of your original main questions covers so much ground that you can turn it into the essay's thesis question? Go on and make assignment 3:

Assignment 3

This assignment includes several elements. Please make sure that you include them all in the same document.

Draft an outline, time schedule and action plan paying attention to the following components (2 pages), to be listed as follows:

- A. Thesis question / thesis statement
- B. Indicate the type of essay you will write and briefly state why you are opting for this particular format : Analyse, Discuss, and Examine/Explore, or other (Bailey, 1.4).
- C. The body of the essay. Organize your outline into 2-3 sections (addressing the main questions) each with 2-3 paragraphs (addressing the sub-questions). Main and sub questions should be coherently related to one another and together serve to answer the overarching thesis question. Make sure to specify main questions and sub questions.

Add an estimated word count for each section (for an example, see Bailey, 1.4, p. 39).

Assignment 3 is due on Thursday, Oct. 6 at 12.00.

Upload via SA AND print two copies and bring them to class.

WEEK 5

SESSION 9, 10-10: Paragraph structure II; language issues**Content**

1. Evaluation of *paragraph structure* in student writing. Students review each other's work in small pairs, according to an evaluation sheet. Topic sentences and paragraph structures are identified, as well as the links between paragraphs.
2. *Form and language issues*: academic language and the issue of writing attractively, using connectives and reference words.

Learning Outcomes

- Students learn to improve their work by focusing on the internal structure of their argument as well as on paragraph length, clarity, and the role of examples, elaboration, and clarification.
- They know how and when to use connectives and reference words, improving on cohesion.
- Students are aware of the possibilities to employ an academic writing style (register, sentence structure).

Literature

Bailey (2011): 2.1-2.3; 2.6-2.7; 2.10, 3.2; 3.4 - 3.5;
Writing Guide, chapter 8 (on style and language issues)

Preparation

- The assigned literature is all about writing coherently and finding ways for developing an adequate academic style in your writing. You will find that the two manuals roughly cover the same ground, although Bailey (2011) is more extensive. Approaching these basic principles in two different formats, will help you understand it better.
- Complete the exercises in Bailey (2011) and bring any queries to class. You may skip the chapters dealing with strictly grammatical issues (e.g. article usage, adverbs, and verbs in English), unless you know or are told about certain deficiencies in these areas. In that case, these chapters may be particularly useful for you.
- Start writing your essay and write 3 to 4 paragraphs (about 600 words). Observe what has been discussed in the previous seminar: topic sentence, ways to connect paragraphs to one another, paragraph structure, examples or clarification. Think again about the mode you will use: Analyse, Discuss, Examine/Explore, or other (Bailey 1.4). You may decide to write the introduction to the paper or a section that comes after that. Just write the section you feel most comfortable with at this stage. Bring two copies of your writing to session 9.

SESSION 10, 13-10: Introduction & conclusion; rewriting; argumentation and critical / analytical writing

Content

1. The principle of rewriting
2. The mechanics of writing a good introduction & conclusion
3. The principles of argumentation and critical/analytical writing (session 1 & 3) pass review again. How can they be applied to your own writing?

Learning Outcomes

- Students learn how to reflect on their own writing & improve its quality
- They become more focused on analytical and argumentative writing

Literature

1. Bailey (2011), chapters 1.11-1.12
2. *Writing Guide*, chapter 7

Preparation

Read the assigned literature and make the exercises for Bailey (2011).

Assignment 4

Rewrite the first 3 to 4 paragraphs (600 words) you wrote in preparation for session 9. In doing so, you will carefully consider your paragraph structure and all aspects relating to language and form that have been discussed so far in class or in the assigned reading in the *Writing Guide*. Show your awareness of connectives and reference words by underlining these in different colours in your own text. Observe the mode you are using: Analyse, Discuss, Examine/Explore, other (Bailey 1.4).

Submit Assignment 4 via Safe Assignment before Wednesday **October 12, 12.00 hrs.**

Please note: The first draft of your essay should be finished by next week, so continue working on it.

WEEK 6

SESSION 11, 17-10: Feedback; referencing, bibliography, plagiarism**Content**

1. Feedback on and classroom discussion of assignment 5 (marking completed)
2. Referencing conventions: reason and origins - APA style
3. Refworks, a very brief introduction pointing out the possibilities of keeping a database for your references:
http://www.eur.nl/en/ub/english/services/courses_and_training/refworks/
4. Dealing with quotations
5. Footnotes/endnotes
6. Putting together a list of references
7. Reading the bibliography of an academic paper
8. Plagiarism: rules and practical exercises

Learning Outcomes

- Reinforced awareness of problems in academic writing
- Students are able to observe good academic practise in quoting, referencing, and compiling a bibliography for their work.
- They know where to look or how to act if their particular type of reference is not explicitly mentioned in the *Writing Guide*.
- They are aware of the pitfalls of plagiarism.

- Students learn how to reflect on their own writing & improve its quality
- They become more focused on analytical and argumentative writing

Literature

Bailey (2011), 1.3
Writing Guide; chapter 5

Preparation

Continue writing on your essay.

Read the sections indicated above. Note down all queries you have. Turn to your own essay and check if your references (in-text references and reference list) are correct. Write down all your questions, doubts, etc. Bring questions to class, there will be time to address them.

SESSION 12, 20-10-2011, Form conventions; Q & A; preparing the conference

Content

1. General Q & A session
2. Formal conventions
3. Instructions about organising the panel sessions in academic conference style in weeks 7 and 8
4. Tips for presenting your paper in weeks 7 and 8
5. Organising these conference sessions

Learning Outcomes

- Problematic reference issues are settled.
- Students observe formal conventions for their academic work.
- Students learn about academic conferences (what, why, how, for whom, when ...).
- Students can take a step back from their own work and consider what it might have in common with works by others.
- Organising panel sessions for such a conference is thought through and carried out.

Literature

Writing guide, ch. 9

Preparation

- Note any questions you have (on the mechanics of writing, on referencing, or any other business) and mail these to your lecturer before Wednesday 19-10, 15.00 hrs.
- Assignment 5: Write a full draft of your essay (prefinal version), observing all aspects discussed so far. Upload the draft via SA before Wednesday 20-10, 12.00 hrs. The same draft version will provide the base of your presentation in week 7 or 8 and will be peer-evaluated by a fellow student. In session 12, you will hear who to send it to for the peer-review. The draft is also read by your lecturer for specific feedback.

WEEK 7 AND WEEK 8

**SESSION 13, 24-10: optional catch-up session or to be specified according to need
SESSION 14-16, 27-10, 30-10, and 3-11 respectively: presentations**

Content

1. Presentation of papers in an academic conference set-up; detailed instructions and schedules distributed/settled in session 12.
2. Peer evaluation of fellow student's essay and preparing a response to the presentation of this paper.

Learning Outcomes

- Practising presentation skills (focus, timing, audience awareness, negotiating nerves, attitude, and proper use of Power Point or other aids, dealing with questions).
- Students can participate in a reasoned discussion on presented work.
- They acquire response skills (preparing response to a specific paper, being an active audience member asking suitable questions).
- Enhanced awareness of do's & don'ts in academic-style presentations.
- Improved peer evaluation skills

Required preparation

Literature

Turner, K., Ireland, L., Krenus, B., Pointon, L. (2008). *Essential Academic Skills* (Oxford: Oxford UP), Chapter 9, 'Presentations,' pp. 158-174. (made available on BB).

Preparation

1. *Assignment 6* :
Write a 500-word long review of the essay you have been asked to peer-review. Consider it a review on an article (the essay) that has been submitted for publication in an academic journal. The journal's editors want to know your opinion, in order to decide whether they will reject the article, reconsider it after specific revisions, or accept it right away.
You should be constructive and critical. Try and find a balance between indicating the essay's strengths and its weaker points. Justify what makes these strengths or weaknesses. Provide concrete suggestions for improvements.
See the list below for aspects you might want to consider. It is up to you to decide what aspects are most relevant. It is perfectly fine to discuss and analyse just one or two aspects in depth, if you justify your decision for focusing on these specific aspects.

Points to consider:

- Overall structure
- Quality of argumentation (persuasive, original, clear, logical....)
- The way sources are used
- Quality of sources
- Descriptive vs. critical/analytical

- Paragraphs: cohesion, connection, shape, topical sentences, length
- Spelling and language issues in general
- Academic style in general
- Quotation, referencing, bibliography

You are free to place all kinds of remarks or corrections in the document and mail these to the student, but you do not have to. However, you must **mail your review to the student** and upload it on SA **before Thursday 27-10, 12.00 hrs.**

2. *Assignment 7*

Read the assigned literature and the additional instructions distributed in session 12. Prepare your presentation session and your response session.

WEEK 9: FINAL ASSIGNMENT

Assignment 8: Revise the draft version of your essay, observing the feedback in peer review and lecturer's comments, and of course your own ideas for rewriting. Upload the essay via Safe Assignment, due Thursday 9-11, 12.00 hrs.

9. Literature

Compulsory Literature

Textbook:

Bailey, S. (2011). *Academic writing: A handbook for international students, Third Edition*. London: Routledge.

Writing Guide:

The *Writing guide Media, Communication, and Culture 2011-2012*.

Online available from various eshcc student pages. A link will also be provided on BB. Make sure to download and / or print the chapters required.

Articles:

Additional material: see section 8, Detailed Description of Subject Matter and Assignments

Please note that (copies of) the required literature for each session should be taken along to class

Recommended Literature

Cottrell, S. (2005). *Critical thinking skills*. Basingstoke: Palgrave

Turner, K., Ireland, L., Krenus, B., Pointon, L. (2008). *Essential Academic Skills*. Oxford: Oxford UP

Appendix A: Grading Templates

Assignment 1

	Specifications	Points
Sentence structure	Full, well-constructed sentences are used.	1
General structure	The summary is well-structured and meets the word-count requirements.	1
Language	The student writes proper English and uses his or her own words where appropriate and possible.	2
Coherent argument	The text has a clear story line. It is informative (concrete) and properly synthesizes the main ideas.	1

Assignment 2

	Specifications	Points
Sentence structure	Full, well-constructed sentences are used.	1
General structure	Paragraphs are well structured, the connections between paragraphs are clear, and the text meets the word-count requirements.	1
Language	The student uses his or her own words and a proper academic register.	1
Coherent argument	The text has a clear story line. It is informative (concrete) and properly synthesizes the main ideas.	1
Clear focus	The text is an effective summary and avoids irrelevant details.	1

Assignment 3

		Specifications	Points
A	Revised thesis question or statement	The thesis question or thesis statement should be researchable and answerable within the scope of the essay.	0,5
B	Essay Type	Indicate the mode of your essay: Analyse, Discuss, and Examine/Explore, or other (Bailey 2011), and explain why this mode suits your essay best.	0,5
C	Essay outline	Organize your outline into 2-3 main questions each with 2-3 sub- questions. The questions should be coherently related to one another and serve to answer the larger thesis question. Keep in mind that later, when you write the paper: <ul style="list-style-type: none"> - each main question is addressed in a different section of the paper; - each section of the paper will have 2 or 3 paragraphs (each of them answering a subquestion). - Add for each section an estimated word count. 	2
D	Time Schedule and Action Plan	A feasible time schedule should take into account the information on the course manual. In a couple of sentences, specify the tasks that remain to be done in order to complete your essay	1
E	Sources	At least three of your sources should be academic sources and the list should follow the appropriate referencing style (Chapter 5, <i>Writing Guide</i>). For each source, indicate why it will be useful and / or in what section or paragraph you will use it.	1
Total			

Assignment 4

	Specifications	Points
Language	The student uses idiomatic and correct English, well constructed sentences, and a proper academic register	2
General structure	The (partial) argument is well ordered, internally coherent, and structured in a logical way.	2
Connectives and reference words	Connectives and reference words are used correctly and where suitable. Connectives are highlighted and reference words underlined to show your awareness of using them.	2
Coherent argument	The text has a clear story line. It is informative (concrete) and properly synthesizes the main ideas.	2
Clear focus and analysis	The text is analytical, focuses on the question at hand and avoids irrelevant details. It observes one of the modes: Analyse, Discuss, Examine/Explore, other.	2

Assignment 5

	Specifications	Points
Complete	The draft version should be complete (introduction, body, conclusion, references) and meet the word count	4
Referencing	In-text references should be placed where and when required and observe APA conventions	3
References	The list of references at the end of your paper is put together according to APA conventions	3
Total		

Assignment 6

	Specifications	Points
Form and structure	Sentence and paragraph structure, punctuation, idiomatic and correct English, academic register, formal aspects such as line spacing (Chapter 9 Writing Guide), etc.	3
Clear argument and focus	Is the text accountable and analytic? Does it have a clear story line?	3
Critical skills	Does the reviewer seriously engage with the main arguments in the text? Does he/she clearly identify and justify strengths and weaknesses in the text and suggest useful proposals for improvement?	4
Total		

Assignment 7

Item	Specification	Points
Group work	Group work presentation panel. As a group, you should observe planning your session and formulating the overarching theme, time management during the presentation, supportiveness during the presentation, moderating response and questions:.	2
Presentation	The presentation should have a clear focus:	5
	You will get credits for engaging with the audience, clarity in speech (articulation, intonation), and body language:	2
	After your presentation you should be able to respond convincingly to a number of questions.	1
Response	You prepare a response to one presentation based on the paper you evaluated and on the actual presentation.	3
Audience attitude	When not presenting or responding, you observe a professional listening attitude. You take notes and think of questions you might want to raise during the response / discussion session.	2
Total		

Assignment 8

Final version	Specifications	Points
Structure	The argument is well ordered, coherent, and structured in a logical way. Paragraphs are well-structured, have an appropriate length and contain clearly recognisable topic sentences.	10
Language & formal aspects	The student uses idiomatic and correct English, well constructed sentences, connectives where suitable, and a proper academic register. Formal requirements are observed.	10
Content	Engagement with the literature, analysis as opposed to description, use of evidence, etc.	10
Referencing	Correct APA referencing & list of references	10
Total	40	